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ABSTRACT

Nevada's five academic standards in theater arts call for certain educational objectives in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards encompass all aspects of theater, from script writing, directing, and production to acting and creative thinking. The standards present performance level descriptors in grades 3, 5, 8, and 12. (BT)

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ED 441 718

Nevada Academic Standards in the Arts

Theater

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THEATER

Content Standard 1.0: Students understand the components of theatrical production including script writing, directing, and production.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
1.3.1 Create a simple script based on personal experience, imagination, or the retelling of a story.	1.5.1 Create a script with two or more characters a beginning, middle and end, setting, and character descriptions.	1.8.1 Write a script with appropriate format (i.e. acts, scenes), simple stage directions, cast of characters, and technical needs.	1.12.1 Write a script in proper format for stage, television, film, or electronic media using historical or cultural research as a basis for the script.	Scriptwriting
	1.5.2 Work together in a group to plan, rehearse, and present a dramatized idea or story.	1.8.2 Direct actors or be directed by others using stage direction vocabulary.	1.12.2 Create a theatrical performance by conducting auditions, casting characters, directing scenes, and conducting production meetings.	Directing
		1.8.3 Identify and describe the roles and responsibilities of stage production personnel.	1.12.3 Explain and demonstrate knowledge of varied responsibilities of technical personnel involved in television, theater, film or electronic media production.	Understanding Roles of Stage Personnel

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THEATER

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By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
		1.8.4 Analyze and convey the playwright's intention.	1.12.4 Develop an aesthetically unified production for theater, film, television, or electronic media.	Determining an Interpretation
		1.8.5 Design and produce publicity for a production (e.g. posters, flyers).	1.12.5 Create a variety of materials for a media campaign for theater, film, television, or electronic media.	Publicity
1.3.6 Create simple sets and sound effects for a dramatized idea or story (e.g. tables become caves).	1.5.6. Draw and or build model sets for a production (e.g. cardboard or diorama).	1.8.6 Work collaboratively and safely to design and construct a box set for a production.	1.12.6 Work collaboratively and safely to design and/or construct a variety of scenic devices (e.g. scenic drops).	Set Design
1.3.7 Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.	1.5.7 Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g. Pilgrims or Romans) .	1.8.7 Design and create props, costumes, and make-up for characters with attention to age, culture, and overall interpretation of a script.	1.12.7 Justify choices of costumes, make-up and props as they relate to the interpretation of a production.	Props, Costumes, and Make-up

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THEATER

Content Standard 1.0: Students understand the components of theatrical production including script writing, directing, and production.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
		1.8.8. Identify appropriate sound and lighting effects for any dramatized event (e.g. interior, exterior).	1.12.8 Describe and demonstrate different lighting and sound techniques and equipment for film, stage, television, or electronic media.	Lighting and Sound
		1.8.9 Create appropriate sound effects and suggest lighting for a dramatized event.	1.12.9 Design and/or use a light and/or sound plot for film, stage, television, or electronic media.	Designing Lights and Sound

THEATER

Content Standard 2.0: Students understand and demonstrate the role of the actor in the theater.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
2.3.1 Identify traits of a person, animal, or object (e.g. What does a dog do when it's happy? Wag its tail).	2.5.1 Identify and list a given character's traits by looking at the character's actions and dialogue.	2.8.1 Analyze a character to determine actions, intentions, and biography.	2.12.1 Analyze and describe the physical, emotional, and social dimensions of characters found in a variety of text.	Character Analysis
2.3.2 Imitate the traits of a given person, animal, or object.	2.5.2 Demonstrate examples of character traits through movement, pantomime, improvisation, and or voice. (e.g. How does a person move and speak at age 60? At age 6?).	2.8.2 Demonstrate acting skills utilizing appropriate focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement.	2.12.2 Identify, examine, and demonstrate various classical and contemporary acting techniques and methods.	Acting Skills
2.3.3 Use voice and body to show different emotions while portraying a character in a dramatized idea or story.	2.5.3. Portray a character's traits through movement, voice and or dialogue in a dramatized idea or story.	2.8.3 Create and sustain a believable character for stage.	2.12.3 Create and sustain a character within an ensemble for stage, film, television, or electronic media.	Characterization

THEATER

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills in theater, film television, or electronic media.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and:	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
	3.5.1 Discuss performances of students and visiting artists.	3.8.1 Evaluate the established **elements of theater** found in a dramatized performance.	3.12.1. Critique the effectiveness of the visual, aural, and kinesthetic elements of a performance.	Production/ Performance Analysis
3.3.2 Explore and express personal reactions to a dramatized performance.	3.5.2 Describe emotional response to a performance and explain genre preference (e.g. romance, comedy, suspense, and action).	3.8.2 Analyze the emotional impact of the visual, aural, and kinesthetic elements of a performance.	3.12.2 Justify personal aesthetic criteria for critiquing a dramatized performance.	Aesthetic Criteria
3.3.3 Identify the differences between fantasy and reality.	3.5.3 Differentiate between comedy and tragedy.	3.8.3 Identify examples of farce, satire, **high and low comedy**, and **epic tragedy**.	3.12.3 Compare and contrast classical and contemporary dramas and comedies in various **media**.	Genre Identification

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THEATER

Content Standard 4.0 Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.

By the end of Grade 3, students know and are able to:	**By the end of Grade 5, students know and are able to do everything required in earlier grades and:**	**Students who elect to take a theater class at the middle school level know and are able to do everything required in earlier grades and:**	**Students who elect to take an advanced theater class at the secondary level know and are able to do everything required in earlier grades and:**	
	4.5.1 Explain how movies or television reveal information about other historical periods and culture.	4.8.1 Explain how theater reveals information about other historical periods and culture.	4.12.1 Compare and contrast the ways in which universal themes and archetypes in dramatized events are expressed in another culture and another historical period.	History and Culture
4.3.2 Identify similarities and differences between dramatic characters and real people.	4.5.2 Identify the conflict between characters in a dramatized event.	4.8.2 Identify the sources of conflict between characters in a dramatized event.	4.12.2 Analyze methods of conflict resolution among characters.	Human Relationships

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THEATER

Content Standard 5.0 Students will make connections between theater and the other arts and academic disciplines.

By the end of **Grade 3,** students know and are able to:	By the end of **Grade 5,** students know and are able to do everything required in earlier grades and	Students **who elect to take a theater class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced theater class at the secondary level** know and are able to do everything required in earlier grades and:	
		5.8.1 Identify and explain how the choices of visual arts, dance, and music enhance the interpretation of a dramatic event.	5.12.1 Analyze the ways in which common themes or stories are interpreted in works from the four arts areas.	Connection to Other Arts
		5.8.2 Explore the roots of theater in Western civilization.	5.12.2 Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.	Connection to History
		5.8.3 Explain how advancements in the sciences have enhanced dramatized events (e.g. special effects, sound that surrounds the audience).	5.12.3 Evaluate different ways technology is used to enhance theater, film, and television.	Connection to Other Academic Disciplines

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Performance Level Descriptors
Grade 3
Theater

Content Standard 1.0 Students understand the components of theatrical production including script writing, directing, and production.	
Exceeds Standard	▪ Write or improvise a script with a beginning, middle, and end based on personal experience, imagination, or the retelling of a story. ▪ Create simple sets *and* sound effects for a dramatized idea or story for presentation to an audience outside of class members. ▪ Create props, costumes, masks, or make-up for presentation of a dramatized idea or story to an audience outside of class members.
Meets Standard	▪ Write or improvise a simple script based on personal experience, imagination, or the retelling of a story. ▪ Create simple sets *and* sound effects for a dramatized idea or story. ▪ Create props, costumes, masks, or make-up for a dramatized idea or story.
Approaches Standard	▪ Write or improvise with teacher assistance a simple script based on personal experience, imagination, or the retelling of a story. ▪ Create simple sets *or* sound effects for a dramatized idea or story. ▪ Create items in at least two of the following areas: costumes, props, make-up, or masks for a dramatized idea or story.
Below Standard	▪ Do not write or improvise a simple script based on personal experience, imagination, or the retelling of a story. ▪ Do not create appropriate simple sets *and/or* sound effects. ▪ Do not create appropriate costumes, props, make-up or masks for a dramatized idea or story.

Performance Level Descriptors
Theater
Grade 5

Content Standard 1.0 Students understand the components of theatrical production including scriptwriting, directing, and producing.	
Exceeds Standard	• Write or improvise a script that is performed for an audience and contains two or more characters; a beginning, middle, and end; a setting; and character descriptions. • Plan and rehearse a dramatized idea or story in a cooperative setting for presentation to an audience outside of class members. • Draw or build a complex model set (e.g. interior/exterior, more than one setting) utilizing basic craft materials. • Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event for an audience other than class members.
Meets Standard	• Write or improvise a script with two or more characters; a beginning, middle, and end; a setting; and character descriptions. • Plan, rehearse, and present a dramatized idea or story in a cooperative setting. • Draw or build a simple model set utilizing basic craft materials. • Use materials in the classroom or home to create props and costumes to suggest a specific time and locale in a dramatized event.
Approaches Standard	• Write or improvise a script which lacks two or more of the following: two or more characters; a beginning, middle, and end; a setting; and character descriptions. • Plan and rehearse a dramatized idea or story that is not worked on cooperatively *or* that does not reach presentation. • Partially draw or build a simple model set utilizing basic craft materials. • Use materials in the classroom or home to create props and costumes that fail to suggest a specific time or locale.
Below Standard	• Write or improvise a script which lacks three or more of the following: a beginning, middle, and end; a setting; and character descriptions. • Plan and rehearse a dramatic idea or story that is not worked on cooperatively *and* does not reach presentation. • Do not draw or build a simple model set using basic craft materials. • Do not use materials in the classroom or home to create props and costumes.

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Performance Level Descriptors
Theater
Grade 8

Content Standard 1.0 Students understand the components of theatrical production including script writing, directing, and production.	
Exceeds Standard	• Create a properly formatted original script incorporating a cast of characters, prop list, costume list, simple stage directions, and technical needs for workshop presentation. • Use stage direction vocabulary to direct actors or be directed on a stage for presentation. • Assume one of the roles and responsibilities of stage production. • Explain the intention of the playwright and relate the intent to possible production choices. • Design and create a program and two or more of the following: poster, flyer, ticket, PSA's. • Design and construct a unit set for a formal production. • Design and build the props, costumes, and make-up for a formal production. • Describe complex sound and lighting effects for any dramatized event. • Implement specific sound effects and lighting conditions for a dramatized event performed for an audience.
Meets Standard	• Create a properly formatted original script, incorporating a cast of characters, prop list, costumes list, simple stage directions, and technical needs. • Use stage direction vocabulary to direct actors or be directed on a stage. • Explain the roles and responsibilities of stage production personnel. • Explain the intention of the playwright in a play. • Design and create a program *and* one of the following promotional materials for production: posters, flyers, ticket, or PSA's. • Work collaboratively and safely to design *and* construct a unit set for a production. • Design and assemble all the props, costumes, and make-up for characters with attention to age, culture, and overall interpretation or a production. • Describe simple sound *and* lighting effects for any dramatized event. • Implement specific sound effects *and* suggested lighting conditions for a dramatized event.
Approaches Standard	• Create an original script with some errors in formatting and structure and/or omitting one of the following: a beginning, middle, and end; a setting; and character descriptions. • Demonstrate knowledge of some stage direction vocabulary. • Explain some roles and responsibilities of stage production personnel. • Explain the intention of a playwright but lack depth in explanation. • Design *and* create a program *or* one of the following promotional materials for production: posters, flyers, tickets, or PSA's. • Design and construct a unit set for an informal production which may be incomplete or not done in a safe, collaborative manner. • Design props, costumes, *or* make-up for characters with *some* attention to age, culture, and overall interpretation or production. • Describe simple lighting conditions *or* sound effects for any dramatized event. • Implement simple sound effects *or* suggested lighting for a dramatized event.
Below Standard	• Create an original script with excessive errors in format and structure and omit simple stage directions, cast of characters, or technical needs. • Do not demonstrate knowledge of any stage direction vocabulary. • Do not explain any roles or responsibilities of any stage production personnel. • Do not explain the intention of a playwright. • Do not design or create a program or any promotional material. • Do not design or construct a unit set for an informal production. • Do not design props, costumes, or make-up for characters. • Do not describe simple lighting conditions or sound effects for a dramatized event. • Implement neither sound effects nor suggested lighting for a dramatized event.

Performance Level Descriptors
Theater
Grade 12

Standard 1.0	**Students understanding the components of theatrical production including scripting, directing, and producing.**
Exceeds Standard	• Locate and use historical and cultural research from a variety of sources to write a well structured, properly formatted script appropriate for stage, television or electronic media. • Create a theatrical production seen by an audience other than class members that includes conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings. • Explain the varied responsibilities of technical personnel involved in theater, film, television, or electronic media production and serve in a technical area at least once. • Develop an aesthetically unified production for *formal* theater, film, television, or electronic media. • Design and create a program, posters, and two or more of the following for a theater, film, television, or electronic media production: tickets, flyers, print ads, print media, or television or radio PSA's. • Design *and* construct with other group members a variety of functional scenic devices for a formal production. • Explain their choices of costumes, props, and make-up as they relate to the interpretation of a formal production. • Describe different light and sound equipment in theater, film, television, and electronic media and demonstrate practical application in two or more areas. • Create and implement a functional light or sound plot for a formal production for stage, film, television, or electronic media.
Meets Standard	• Use historical or cultural research to write a well-structured, properly formatted script appropriate for stage, television, film, or electronic media. • Create a theatrical performance that includes conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings. • Explain the varied responsibilities of technical personnel involved in theater, film, television, or electronic media. • Develop an aesthetically unified production for *informal* theater, film, television, or electronic media. • Design and create a program, poster, *and* one of the following for a theatrical, film, television, or electronic media production: tickets, flyers, print ads, print media, or television or radio PSA's. • Design *or* construct with other group members a variety of functional scenic devices for an informal production. • Explain their choices of costumes, props, and make-up as they relate to the interpretation of an informal production. • Describe different light and sound equipment and techniques in theater, film, television, and electronic media *and* demonstrate practical application in one area. • Create or implement a functional light or sound plot for an informal production for theater, film, television, or electronic media.
Approaches Standard	• Use historical or cultural research to write a script for theater, film, television, or electronic media which has some errors in format, structure, and content. • Create a theatrical performance that omits one of the following elements: conducting auditions, casting characters, directing scenes, and organizing and facilitating production meetings. • Explain some responsibilities of technical personnel involved in theater, film, or electronic media production. • Develop an informal theater, film, television, or electronic media production which lacks

	some aesthetically unified qualities. ▪ Design and create a program *or* poster and no other promotional materials for a theatrical, film, television, or electronic media production. ▪ Design or construct a scenic device which functions poorly *or* is not created collaboratively for an informal production. ▪ Explain one of their choices of costumes, props, and make-up as they relate to an informal production. ▪ Describe application of different light and sound equipment and technique in theater, film, television, or electronic media *or* demonstrate practical application in one area. ▪ Create or implement a light or sound plot that is not wholly functional for an informal stage, film, television, or electronic media production.
Below Standard	▪ Use historical and cultural research to write a script for theater, film, television, or electronic media which has excessive errors in format, structure, and content. ▪ Create a theatrical performance that omits two or more of the following elements: conducting auditions, casting characters, directing scenes, and conducting production meanings. ▪ Do not explain varied responsibilities of personnel involved in theater, film, television, or electronic media. ▪ Develop an informal theater, film, television, or electronic media production which has no aesthetically unified qualities. ▪ Do not design or create any type of promotional materials for a production. ▪ Design or create scenic devices which do not function *and* are not created collaboratively for an informal production. ▪ Do not explain any of their choices of costumes, props, and make-up as they relate to an informal production. ▪ Do not describe application of different light and sound equipment and technique in theater, film, television, or electronic media. ▪ Do not create or implement a light or sound plot.

Performance Level Descriptors
Theater
Grade 3

Content Standard 2.0 Students understand the components of theatrical production including script writing, directing, and production.	
Exceeds Standard	▪ Identify three or more of the different traits of a given person, animal, or object. ▪ Portray three or more traits of a given person, animal, or object. ▪ Portray characters' varied emotions vocally and physically in a dramatized idea or story for an audience other than classmates.
Meets Standard	▪ Identify two of the different traits of a given person, animal, or object. ▪ Portray two of the traits of a given person, animal, or object. ▪ Portray characters' varied emotions vocally *and* physically in a dramatized idea or story.
Approaches Standard	▪ Identify one of the traits of a given person, animal, or object. ▪ Portray one of the traits of a given person, animal, or object. ▪ Portray characters' varied emotions vocally *or* physically in a dramatized idea or story.
Below Standard	▪ Do not express any traits of a given person, animal, or object. ▪ Do not portray any of the traits of a given person, animal, or object. ▪ Do not vary characters' emotional qualities either vocally or physically in a dramatized idea or story.

Performance Descriptor Levels
Theater
Grade 5

Content Standard 2.0 Students understand and demonstrate the role of the actor in the theater.	
Exceeds Standards	• Describe, with cohesive and consistent insight, characters' traits through examining their specific actions and what they say. • Demonstrate character through movement, pantomime, improvisation, or voice, showing cohesive and consistent insight. • Portray a character's traits through appropriate movement, voice, and language with consistency and insight in a dramatized idea or story.
Meets Standards	• Describe characters' traits through examining their specific actions and what they say. • Demonstrate character through movement, pantomime, improvisation, or voice. • Portray a character's traits through appropriate movement, voice, and language in a dramatized idea or story.
Approaches Standards	• Describe characters' traits through examining their specific actions and what they say but with limited or inconsistent detail. • Demonstrate character through limited and/or inconsistent characterization. • Portray a character's traits through appropriate movement, voice, and language in a dramatized idea or story but characterization lacks detail or consistency.
Below Standards	• Do not connect a character's actions and language to his/her personality traits. • Do not demonstrate character through movement, pantomime, improvisation, or voice. • Do not attempt or may fail to portray a believable character through appropriate movement, voice, and language in a dramatized idea or story.

Performance Level Descriptors
Theater
Grade 8

Content Standard 2.0 Students understand and demonstrate the role of the actor in the theater.	
Exceeds Standard	▪ Determine logically a character's actions and intentions to develop a biography. ▪ Use, with consistency and discipline, basic acting skills, including focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement. ▪ Portray believable characters in *formal* productions.
Meets Standard	▪ Examine the text to determine logically a character's actions and intentions. ▪ Use basic acting skills, including focus/concentration, breathing and vocal techniques, memory and sensory recall, and physical movement. ▪ Portray believable characters in *informal* productions.
Approaches Standard	▪ Examine the text to determine a character's actions and intentions but lack logic and insight. ▪ Use basic acting skills inconsistently ▪ Portray characters that lack consistent believability in informal production.
Below Standard	▪ Uses the text insufficiently to determine a character's actions and intentions. ▪ Lack the focus/concentration necessary to perform the other basic acting skills. ▪ Do not attempt or fail to portray characters.

Performance Level Descriptors
Theater
Grade 12

Content Standard 2.0 Students understand and demonstrate the role of the actor in the theater.	
Exceeds Standard	▪ Explain and practice various classical and contemporary acting techniques and methods and begin to synthesize these into their own acting style. ▪ Interpret and explain the physical, emotional, and social dimensions of characters found in a variety of text, including research from outside sources . ▪ Portray characters within an ensemble for theater, film, television, and electronic media in a formal production.
Meets Standard	▪ Explain *and* practice various classical and contemporary acting techniques and methods. ▪ Interpret and explain the physical, emotional, and social dimensions of characters found in a variety of text. ▪ Portray characters within an ensemble for theater, film, television, and electronic media in an informal production.
Approaches Standard	▪ Explain *or* practice some classical and contemporary acting techniques and methods. ▪ Interpret and explain the physical, emotional, and social dimensions of characters found in simple text. ▪ Portray characters for theater, film, television, and electronic media in an informal production but have difficulty working in ensemble.
Below Standard	▪ Do not explain and/or practice classical and contemporary acting techniques and methods. ▪ Interpret or explain inaccurately and/or incompletely the physical, emotional, or social dimensions of characters found in text. ▪ Do not portray characters and/or do not work within a group.

Performance Level Descriptors
Theater
Grade 3

Content Standard 3.0 **Students apply and demonstrate critical and creative thinking skills in theater, film, television, and electronic media.**	
Exceeds Standard	▪ Explain opinions of performances of students and visiting artists. ▪ Differentiate between what is real and what is make-believe, taking into account the intention of the production.
Meets Standard	▪ Explore and express opinions of performances of students and visiting artists. ▪ Differentiate between what is real and what is make-believe.
Approaches Standard	▪ Explore but do not express their opinions about performances of students and visiting artists. ▪ Differentiate between what is real and what is make-believe with teacher or peer assistance.
Below Standard	▪ Do not explore or express opinions of performances of students or visiting artists. ▪ Confuse what is reality and what is make-believe even with teacher assistance.

Performance Level Descriptors
Theater
Grade 5

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills in theater, film, television, and electronic media	
Exceeds Standard	• Discuss with depth and clarity what they see and hear in a performance. • Explain what aspects of a performance elicited their emotional reactions and justify their preference for particular genres. • Explain three or more differences between comedy and tragedy and give examples from theater, film, television, and electronic media.
Meets Standard	• Discuss what they see and hear in a performance. • Explain how a performance made them feel *and* state preference for a particular genre. • Explain two differences between comedy and tragedy, giving examples.
Approaches Standard	• Discuss to a limited degree what they see and hear in a performance. • Explain to a limited degree how a performance made them feel *or* state preference for a particular genre. • Explain one difference between comedy and tragedy.
Below Standard	• Do not articulate what they see and hear in a performance. • State only at a basic level how a performance made them feel. • Do not identify difference between comedy and tragedy.

Performance Level Descriptors
Theater
Grade 8

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills in theater, film, television, and electronic media	
Exceeds Standard	• Write a review of a dramatized production that addresses three or more of the elements of theater. • Present through any artistic media a representation of the emotional impact of the visual, aural, or kinesthetic elements of a performance that makes a personal connection. • Differentiate between farce, satire, high and low comedy, and epic tragedy, using examples.
Meets Standard	• Write a review of a dramatized production that addresses two or more of the elements of theater. • Present through any artistic media a clear representation of the emotional impact of the visual, aural, or kinesthetic elements of a performance. • Differentiate in most cases between farce, satire, high and low comedy, and epic tragedy.
Approaches Standard	• Write a review of a dramatized production that addresses one of the elements of theater. • Present through any artistic media a limited representation of the emotional impact of the visual, aural, or kinesthetic elements of a performance. • Differentiate between farce, satire, high and low comedy, and epic tragedy with assistance.
Below Standard	• Do not write a review of a dramatized production or write a review that does not address an element of theater. • Do not make an attempt to present a representation of the emotional impact of a performance. • Misidentify or do not differentiate between farce, satire, high and low comedy, and epic tragedy.

Performance Level Descriptors
Theater
Grade 12

Content Standard 3.0 Students apply and demonstrate critical and creative thinking skills in theater, film, television, and electronic media	
Exceeds Standard	• Use research to generate and justify personal aesthetic criteria and use that criteria to critique the effectiveness of the visual, aural, and kinesthetic elements of a performance. • Compare and contrast one each of the following in various media: classical and contemporary dramas and classical and contemporary comedies and demonstrate contrasting pieces through performance.
Meets Standard	• Generate and justify a personal aesthetic criteria and use that criteria to critique the effectiveness of the visual, aural, and kinesthetic elements of a performance. • Compare and contrast one each of the following in various media: classical and contemporary dramas and classical and contemporary comedies.
Approaches Standard	• Generate and justify to a limited extent a personal aesthetic criteria and use that criteria to critique the effectiveness of the visual, aural, and kinesthetic elements of a performance. • Compare and contrast either classical or contemporary comedies and dramas in different media.
Below Standard	• Do not generate criteria necessary to evaluate the effectiveness of the visual, aural, and kinesthetic elements of a performance. • Do not compare and contrast either classical or contemporary comedies and dramas in different media.

Performance Level Descriptors
Theater
Grade 3

Content Standard 4.0	**Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.**
Exceeds Standard	• Compare and contrast the similarities and differences between dramatic characters and themselves.
Meets Standard	• State the similarities and differences between dramatic characters and real people.
Approaches Standard	• State similarities and differences between dramatic characters.
Below Standard	• Do not see any similarities or differences between dramatic characters.

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Performance Level Descriptors
Theater
Grade 5

Content Standard 4.0	**Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.**
Exceeds Standard	• Cite three or more examples from movies and television that give historical and cultural information. • Compare the conflict between characters in a dramatized event to conflict in real life.
Meets Standard	• Cite two examples from movies or television that give historical and cultural information. • Identify the conflict between characters in a dramatized event.
Approaches Standard	• Cite one example from movies or television that gives historical or cultural information. • Identify the conflict between characters in a dramatized event with teacher or peer assistance.
Below Standard	• Cite examples from movies or television that are irrelevant to history or culture. • Do not identify the conflict between characters in a dramatized event.

Performance Level Descriptors
Theater
Grade 8

Content Standard 4.0	**Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.**
Exceeds Standard	• Cite examples of how theater influenced or was influenced by cultural trends. • Give reasons for conflicts among characters and evaluate the effectiveness of their choices in solving problems.
Meets Standard	• Cite two examples from theater that give historical and cultural information. • Give reasons for conflicts among characters.
Approaches Standard	• Cite one example from theater that gives historical and cultural information. • Give insufficient reasons for conflicts among characters.
Below Standard	• Cite examples from theater that are irrelevant to historical and cultural information. • Do not give reasons for conflicts among characters.

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Performance Level Descriptors
Theater
Grade 12

Content Standard 4.0	**Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.**
Exceeds Standard	• Show similarities and differences in ways themes and archetypes in dramatized events are portrayed in a variety of cultures and historical periods. • Evaluate insightfully the way in which characters in dramatic events resolve conflict and cite some alternate choices or resolutions.
Meets Standard	• Show similarities and differences in ways themes *and* archetypes in dramatized events are portrayed in another culture *and* historical period. • Evaluate the ways in which characters in dramatized events resolve conflict and cite some alternate choices or resolutions.
Approaches Standard	• Show similarities and differences in ways themes *or* archetypes in dramatized events are portrayed in another culture *or* in another historical period. • Evaluate, with teacher assistance, the ways in which characters in dramatized events resolve conflict and/or cite some alternate choices or resolutions.
Below Standard	• Do not show similarities and differences in ways themes or archetypes in dramatized events are portrayed in another culture or historical period. • Do not evaluate the ways in which characters in dramatized events resolve conflict and are unable to cite some alternate choices or resolutions.

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Performance Level Descriptors
Theater
Grade 8

Content Standard 5.0 Students will make connections between theater and other academic disciplines	
Exceeds Standard	• Find common components used in at least two or more works from all of the four arts areas and explain how they relate to one another. • Identify and explain the roots of theater in Western civilization and illustrate in productions. • Describe how four or more scientific advances have improved dramatic events.
Meets Standard	• Find common components used in at least two works from two of the four arts areas and explain how they relate to one another. • Identify and explain the roots of theater in Western civilization. • Describe how three scientific advances have improved dramatic events.
Approaches Standard	• Find common components used in two of the four arts areas and explain how they relate to one another with assistance. • Identify the roots of theater in Western civilization. • Describe how two scientific advances have improved dramatic events.
Below Standard	• Do not find and do not explain how common components used in the four arts areas relate to each other. • Do not identify the roots of theater in Western civilization. • Describe how only one scientific advance has improved dramatic events.

Performance Level Descriptors
Theater
Grade 12

Content Standard 5.0	**Students will make connections between theater and other academic disciplines**
Exceeds Standard	• Compare and contrast with depth and insight the ways in which themes, stories, or motifs are interpreted in works from the four arts areas. • Identify and explain three significant events in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods and explain influences on contemporary theater, film, television, and electronic media productions. • Describe and assess four or more different ways technology enhances theater, film, television, and electronic media.
Meets Standard	• Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from the four arts areas. • Identify and explain three significant events in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. • Describe and assess three different ways technology enhances theater, film, television, and electronic media.
Approaches Standard	• Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from only two arts areas. • Identify and explain a significant event in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. • Describe and assess two different ways technology enhances theater, film, television, and electronic media.
Below Standard	• Compare and contrast the ways in which themes, stories, or motifs are interpreted in works from two arts areas only with teacher or peer assistance. • Do not identify and explain a significant event in the development of dramatic form, production practices, and theatrical traditions across cultures and historical periods. • Do not describe or assess ways technology enhances theater, film, television, and electronic media.

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